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AUTHOR	Mazza, Paul
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ABSTRACT

A study was made of the use of audio-video taping technique with elementary school students in a counseling-type situation to facilitate the children's growth in the following areas: self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, social skills, and school relations. Subjects were divided into an experimental group and two control groups. The experimental group of children were videotaped in school situations and viewed this tape in an individual counseling-type setting. Children in control group I received individual attention in a counseling-type setting. Children in control group II received no special treatment. A personality test and a student attitude scale were used to collect data. No significant results were found to exist in relation to treatment, indicating that videotaped self-confrontation may not be useful in counseling elementary school students. (JY)

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Final Report

Project No.-1-C-015
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Paul Mazza
Rowland Laboratory School
Shippensburg State College
Shippensburg, Penna. 17257

A STUDY OF THE EFFECTIVENESS OF SELF APPRAISAL OF CHILDREN'S BEHAVIOR THROUGH THE USE OF VIDEO-TAPE

July 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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Paul Mazza

Shippensburg State College

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

Abstract

The purpose of this study was to determine if the use of an audio-video taping technique with elementary children in a counseling-type situation facilitiated the children's growth in the following areas: self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, social skills, and school relations.

The population was stratified in regard to age and sex. Students were randomly selected from all seven, eight, nine, and ten year old children attending two elementary schools serving similar neighborhoods. By the end of the study 39 children were in the Experimental Group, 40 children were in Control Group I, and 36 children were in Control Group II. Children from the three treatment groups were distributed ten classrooms.

Children in the Experimental Group were video-taped in school situation they viewed this tape in individual counseling-type setting. Children in Control Group I received individual attention in a counseling-type setting. Children in Control Group II received no special treatment.

The California Test of Personality Primary Form AA, and Elementary Form AA (1953 edition) and a Student Attitude Scale were used to collect data. No significant results were found to exist in relation to treatment. Girls, especially old girls, consistently had significantly higher scores than boys.

Introduction

This research project had its genesis in an elementary classroom when two elementary teachers had an unpleasant realization. The realization was simply that they were ineffective in assisting their intermediate age elementary pupils to cope with the most fascinating encounter children have, themselves.

After some discussion with each other and colleagues it became apparent that many teachers were so busy teaching the academic disciplines that little time, or energy, let alone creativity, remained to assist children in their personal self encounter. However, children seemed preoccupied with this encounter. How could the teachers assist children in their self encounter?

After additional discussion with colleagues and a review of pertinent literature several ideas began to take shape. After some further thought and a few trial balloons with children the video-tape method utilized in this research project was created.

During the 1968-69, academic year with funds from a Ball State University Creative Teaching Grant (see Appendix A) the video-tape technique was developed. The major thought behind the project was to assist children in their appraisal of self and growth toward their desired self through a realistic assessment of how they appeared to others and a concrete record of their growth toward their chosen goals. At the conclusion of the 1968-69, academic year the two teachers (Clark Tufte and Paul Mazza) felt encouraged by the children's reactions to the video-tape process.

The video-tape technique was chosen because it provided a great deal of focus on the child. It seemed that any stand-in for a reproduction of the real thing would be held in about the same regard as a stand-in actor in a play, possibly adequate, but slightly disappointing. Consequently, the video-tape process which produces a live and authentic reproduction of the situation was chosen. Also a Gestaltist viewpoint was held by the two teachers. If only a child could see himself from a different perspective than his internal ears and eyes provide, then he might have a better chance to experience how his self looks from the outside. Once he recognizes his self externally he has a chance to evaluate self as never before.

Procedure of the Research

Initially there were 120 pupils in the study. These pupils attended either Central Elementary School in Shippensburg Area School District or Rowland Laboratory School at Shippensburg State College. As the year progressed five pupils were lost to the study so that the final number of pupils in the study was 115.

The 120 pupils were selected randomly from the total population of seven, eight, nine, and ten year old children as of October 1, 1971 who were in the Central Elementary School or Rowland Laboratory School. The pupils selected were randomly assigned to either the Experimental Group, Control Group I, or Control Group II. Within each of the three groups pupils were stratified according to age and sex. Figure 1 is an illustration of how the pupils were categorized in the study.

Figure 1

	Experimental Group		Control Group I		Control Group II	
Sex	M	F	M	F	M	F
7&8 yrs old						
9&10 yrs old						

The pupils for each group were selected on a stratified-randomized basis with pupils being stratified in regard to age and sex.

The population was selected by the following procedure:

1) The total number of seven, eight, nine, and ten year old pupils at Central Elementary School and Rowland Laboratory School was determined.

2) The percentage of the total population who were seven and eight year old boys, seven and eight year old girls, nine and ten year old boys, and nine and ten year old girls were determined.

3) The number of pupils to be in each cell of the design was then calculated from information obtained in steps one and two above.

Figure 2 is an illustration of the number of pupils in each cell of the experimental design.

Figure 2
Number of pupils in each cell of the Experimental Design

	Experimental Group		Control Group I		Control Group II	
Sex	M	F	M	F	M	F
7&8 yrs old	8	15	8	14	7	15
9&10 yrs old	10	6	10	8	7	7

Pupils in the Experimental Group worked with the video-tape technique. Pupils were taped at least once every three weeks, except during vacation periods, from October through April. The following

precedure was used when working with pupils in the Experimental Group:

1) The child was video-taped in a school setting.

2) The child viewed the video-tape the same day it was made.

3) Prior to viewing the video-tape the child talked about the setting and his behavior when the video-tape was being made.

4) The child viewed the video-tape of himself.

5) While viewing the video-tape the child was encouraged to carry on a running commentary of what he was experiencing.

6) After viewing the video-tape the child determined if he experienced anything he would like to change.

7) The child stated behavioral changes he would like to implement.

There were times when children did not experience anything they would like to change. Typically this occurred the first two or three times a student encountered himself on video-tape. After the initial encounters it seemed that pupils began to state changes they would like to affect in themselves.

The pupils in Control Group I received counseling, but without access to the video-tape process. The pupils were interviewed once every three weeks, except during vacation periods, from October through April with the researchers. Pupils were encouraged to discuss their feelings concerning school relationships, poor relationships, and related topics. The purpose of establishing Control Group I was to hold constant the effects of individual attention in regard to the hypotheses of the study.

The pupils in Control Group II received no treatment by the

researchers. The purpose of establishing Control Group II was to hold constant the effect of maturation of pupils in regard to the hypotheses of the study.

Children in the Experimental Group, Control Group I, and Control Group II were, with only one exception, in the same classrooms and experienced the same teachers. Consequently when the children in the Experimental Group were being taped all of the children in the room experienced the presence of a video-tape camera and tape deck. Also, since the camera was moved around quite a bit many children also experienced the feeling of being taped. Figure 3 is an illustration of the distribution of pupils by teachers.

Figure 3
Distribution of Pupils by Teachers and School

Teacher	CENTRAL ELEMENTARY SCHOOL					ROWLAND LABORATORY SCHOOL				
	A	B	C	D	E	F	G	H	I	J
Experimental Group	4	0	4	7	8	2	5	1	2	6
Control Group I	4	2	5	6	6	4	1	5	4	3
Control Group II	1	8	5	4	3	2	1	4	5	3
Total	9	10	14	17	17	8	7	10	11	12

It was interesting to note that as pupils became accustomed to the presence of the camera they paid increasingly less attention to it. The first two or three times the camera and tape deck were in the room children acted for the camera. After the first two or three taping sessions children seldom and in some cases never acted for the camera. Only one teacher out of ten objected to having video-tape equipment in her room. Since she objected immediately at the start of the project it

was never possible to tape children while they were in her room. Probably most schools have teachers who would object to the use of video-tape equipment in their classroom. However, this obstacle can be overcome by taping pupils in other school settings.

At times it was possible to tape children from a distance so that they were completely unaware of being taped. However, most of the time children knew the video-tape camera was in the room and that somebody was being taped. It was usually the case that the camera was in one room no longer than one half hour.

Children were taped in a variety of school settings. Sometimes children even requested to be taped in a particular setting. One of the better places to tape children was on the playground during recess. The recess taping was done through a window one floor above the playground. Consequently children were not aware of being taped. Also, children became so involved in their games and in each other that their behavior was representative of themselves. The playground behavior of some children differed from their classroom behavior. Children were also taped in gym and art.

It seemed that children enjoyed viewing themselves in a variety of school settings. It also provided an opportunity for children to view how differently they acted in various settings. Children would often try to explain why their behavior varied in different school settings. It seemed that taping children in different school settings enabled the children to be more verbal than if they had been taped in the same school setting all the time.

Collection of Data

The California Test of Personality Primary Form AA, the California Test of Personality Elementary Form AA, and the Student Attitude Scale (see Appendix B) were used to collect data in regard to the hypotheses in the study. All instruments were administered between May 1 and May 15, 1972. The California Test of Personality was administered to all children in the three treatment groups. The Student Attitude Scale was administered to all children in the ten classrooms. Tests were then placed in the appropriate categories for analysis.

Results

The data collected was treated by a multiple analysis of variance design, program BMX64 developed by the Health Sciences Computing Facility, UCLA. This section of the report contains each hypothesis with the applicable data.

Hypothesis One: There will be no significant differences between the Experimental Group, Control Group I, and Control Group II in the area of self-reliance. Table 1 contain the results obtained by treating data from the California Test of Personality with a multiple analysis of variance statistical design. No significant differences were found in relation to treatment.

Table 2 contains the results obtained by treating data from the Student Attitude Scale with a multiple analysis of variance statistical design. No significant differences were found in relation to treatment.

Since no significant differences were indicated concerning treatment in either Table 1 or Table 2 Hypothesis One was not rejected.

Table 1

SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE OF SELF-RELIANCE SUB-SCORES ON THE CALIFORNIA PERSONALITY TEST

Source of Variation	df	Sum of Squares	Mean Sqares	F
Treatment (A)	2	4.88	2.44	.78
Age (B)	1	54.70	54.70	17.62
Sex (C)	1	5.01	5.01	1.61
*Interaction of AB	2	2.22	1.11	.35
*Interaction of AC	2	5.44	2.72	.87
*Interaction of BC	1	27.07	27.07	8.72
*Interaction of ABC	2	5.18	2.59	.83

Critical value of F=
1df= 4.00 at .05 level and 7.08 at .01 level
2df= 3.15 at .05 level and 4.98 at .01 level

*AB = Interaction of treatment and age
*AC = Interaction of treatment and sex
*BC = Interaction of age and sex
*ABC= Interaction of treatment, age, and sex

MEAN SCORES OF SELF-RELIANCE ON THE CALIFORNIA PERSONALITY TEST

	Experimental Group	Control I Group	Control II Group
$\bar{X}$	6.27	5.90	5.50

Table 2

SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE OF SELF-RATINGS OF "STUDENTS' SELF-RELIANCE" ON THE STUDENT ATTITUDE SCALE

Source of Variation	df	Sum of Squares	Mean Sqares	F
Treatment (A)	2	19.89	9.94	.35
Age (B)	1	.57	.57	.02
Sex (C)	1	53.20	53.20	1.92
*Interaction of AB	2	17.71	8.85	.32
*Interaction of AC	2	28.31	14.15	.51
*Interaction of BC	1	66.31	66.31	2.39
*Interaction of ABC	2	15.92	7.96	.28

Critical value of F=
1df= 4.00 at .05 level and 7.08 at .01 level
2df= 3.15 at .05 level and 4.98 at .01 level

*AB = Interaction of treatment and age
*AC = Interaction of treatment and sex
*BC = Interaction of age and sex
*ABC= Interaction of treatment, age, and sex

MEAN SCORES OF "STUDENTS' SELF-RELIANCE" ON THE STUDENT ATTITUDE SCALE

	Experimental Group	Control I Group	Control II Group
$\bar{X}$	13.35	14.12	13.11

Hypothesis Two: There will be no significant differences between the Experimental Group, Control Group I, and Control Group II in the area of sense of personal worth. Table 3 contains the results obtained by treating data from the California Test of Personality with a multiple analysis of variance statistical design. No significant differences were found in relation to treatment.

Table 4 contains the results obtained by treating data from the Student Attitude Scale with a multiple analysis of variance statistical design. No significant differences were found in relation to treatment.

Since no significant differences were indicated concerning treatment in either Table 3 or Table 4 Hypothesis Two was not rejected.

Hypothesis Three: There will be no significant differences between the Experimental Group, Control Group I, and Control Group II in the area of feelings of belonging. Table 5 contains the results obtained by treating data from the California Test of Personality with a multiple analysis of variance statistical design. No significant differences were found in relation to treatment.

Table 6 contains the results obtained by treating data from the Student Attitude Scale with a multiple analysis variance statistical design. No significant differences were found in relation to treatment.

Since no significant differences were indicated concerning treatment in either Table 5 or Table 6 Hypothesis Three was not rejected.

Table 3

SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE OF SENSE OF PERSONAL WORTH SUB-SCORES ON THE CALIFORNIA PERSONALITY TEST

Source of Variation	df	Sum of Squares	Mean Sqares	F
Treatment (A)	2	5.33	2.66	.65
Age (B)	1	144.54	144.54	35.75
Sex (C)	1	43.52	43.52	10.76
*Interaction of AB	2	3.06	1.53	.37
*Interaction of AC	2	.78	.39	.09
*Interaction of BC	1	.65	.65	.16
*Interaction of ABC	2	4.13	2.06	.51

Critical value of F=
1df= 4.00 at .05 level and 7.08 at .01 level
2df= 3.15 at .05 level and 4.98 at .01 level

*AB = Interaction of treatment and age
*AC = Interaction of treatment and sex
*BC = Interaction of age and sex
*ABC= Interaction of treatment, age, and sex

MEAN SCORES OF SENSE OF PERSONAL WORTH ON THE CALIFORNIA PERSONALITY TEST

	Experimental Group	Control I Group	Control II Group
X	6.67	6.53	6.13

Table 4

SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE OF SELF-RATINGS OF "STUDENTS PERSONAL WORTH" ON THE STUDENT ATTITUDE SCALE

Source of Variation	df	Sum of Squares	Mean Sqares	F
Treatment (A)	2	53.29	26.64	.98
Age (B)	1	1.85	1.85	.06
Sex (C)	1	89.39	89.39	3.29
*Interaction of AB	2	10.39	5.19	.19
*Interaction of AC	2	19.66	9.83	.36
*Interaction of BC	1	1.60	1.60	.05
*Interaction of ABC	2	12.36	6.18	.22

Critical value of F=
1df= 4.00 at .05 level and 7.08 at .01 level
2df= 3.15 at .05 level and 4.98 at .01 level

*AB = Interaction of treatment and age
*AC = Interaction of treatment and sex
*BC = Interaction of age and sex
*ABC= Interaction of treatment, age, and sex

MEAN SCORES OF "STUDENTS' PERSONAL WORTH" ON THE STUDENT ATTITUDE SCALE

	Experimental Group	Control I Group	Control II Group
$\bar{X}$	13.49	14.28	12.53

Table 5

SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE OF FEELINGS OF BELONGING SUB-SCORES ON THE CALIFORNIA PERSONALITY TEST

Source of Variation	df	Sum of Squares	Mean Sqares	F
Treatment (A)	2	4.95	2.47	.64
Age (B)	1	301.74	301.74	78.71
Sex (C)	1	14.80	14.80	3.86
*Interaction of AB	2	7.21	3.60	.94
*Interaction of AC	2	8.31	4.15	1.08
*Interaction of BC	1	.38	.38	.09
*Interaction of ABC	2	7.89	3.94	1.03

Critical value of F=
1df= 4.00 at .05 level and 7.08 at .01 level
2df= 3.15 at .05 level and 4.98 at .01 level

*AB = Interaction of treatment and age
*AC = Interaction of treatment and sex
*BC = Interaction of age and sex
*ABC= Interaction of treatment, age, and sex

MEAN SCORES OF FEELING OF BELONGING ON THE CALIFORNIA PERSONALITY TEST

	Experimental Group	Control I Group	Control II Group
$\bar{X}$	7.53	7.72	2.89

Table 6

SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE OF SELF RATINGS OF "STUDENTS' FEELINGS OF BELONGING "ON THE STUDENT ATTITUDE SCALE

Source of Variation	df	Sum of Squares	Mean Sqares	F
Treatment (A)	2	26.11	13.05	.44
Age (B)	1	1.16	1.16	.03
Sex (C)	1	15.07	15.07	.51
*Interaction of AB	2	14.23	7.11	.24
*Interaction of AC	2	29.58	14.79	.50
*Interaction of BC	1	61.20	61.20	2.08
*Interaction of ABC	2	7.22	3.61	.12

Critical value of F=
1df= 4.00 at .05 level and 7.08 at .01 level
2df= 3.15 at .05 level and 4.98 at .01 level

*AB = Interaction of treatment and age
*AC = Interaction of treatment and sex
*BC = Interaction of age and sex
*ABC= Interaction of treatment, age, and sex

MEAN SCORES OF "STUDENTS' FEELINGS OF BELONGING" ON THE STUDENT ATTITUDE SCALE

	Experimental Group	Control I Group	Control II Group
$\bar{X}$	12.30	14.30	13.23

Hypothesis Four: There will be no significant differences between the Experimental Group, Control Group I, and Control Group II in the area of social skills. Table 7 contains the results obtained by treating data from the California Test of Personality with a multiple analysis of variance statistical design. No significant differences were found in relation to treatment.

Table 8 contains the results obtained by treating data from the Student Attitude Scale with a multiple analysis of variance statistical design. No significant differences were indicated concerning treatment in either Table 7 or Table 8 Hypothesis Four was not rejected.

Hypothesis Five: There will be no significant difference between the Experimental Group, Control Group I, and Control Group II in the area of school relations. Table 9 contains the results obtained by treating data from the California Test of Personality with a multiple analysis of variance statistical design. No significant differences were found in relation to treatment.

Table 10 contains the results obtained by teating data from the Student Attitude Scale with a multiple analysis of variance statistical design. No significant differences were found in relation to treatment.

Since no significant differences were indicated concerning treatment in either Table 9 or Table 10 Hypothesis Five was not rejected.

Table 7

SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE OF SOCIAL SKILLS SUB-SCORES ON THE CALIFORNIA PERSONALITY TEST

Source of Variation	df	Sum of Squares	Mean Sqares	F
Treatment (A)	2	9.84	4.92	1.81
Age (B)	1	150.35	150.35	55.36
Sex (C)	1	.76	.76	.28
*Interaction of AB	2	3.01	1.50	.55
*Interaction of AC	2	6.27	3.13	1.15
*Interaction of BC	1	.25	.25	.09
*Interaction of ABC	2	1.38	.69	.25

Critical value of F=
1df= 4.00 at .05 level and 7.08 at .01 level
2df= 3.15 at .05 level and 4.98 at .01 level

*AB = Interaction of treatment and age
*AC = Interaction of treatment and sex
*BC = Interaction of age and sex
*ABC= Interaction of treatment, age, and sex

MEAN SCORES OF SOCIAL SKILLS ON THE CALIFORNIA PERSONALITY TEST

	Experimental Group	Control I Group	Control II Group
$\bar{X}$	6.85	7.30	6.56

Table 8

SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE OF SELF-RATINGS OF "STUDENTS' SOCIAL ATTITUDE" ON THE STUDENT ATTITUDE SCALE

Source of Variation	df	Sum of Squares	Mean Sqares	F
Treatment (A)	2	20.13	10.06	.45
Age (B)	1	29.08	29.08	1.31
Sex (C)	1	1.92	1.92	.08
*Interaction of AB	2	34.75	17.37	.78
*Interaction of AC	2	96.61	48.30	2.18
*Interaction of BC	1	.01	.01	.00
*Interaction of ABC	2	92.45	46.22	2.08

Critical value of F=
1df= 4.00 at .05 level and 7.08 at .01 level
2df= 3.15 at .05 level and 4.98 at .01 level

*AB = Interaction of treatment and age
*AC = Interaction of treatment and sex
*BC = Interaction of age and sex
*ABC= Interaction of treatment, age, and sex

MEAN SCORES OF "STUDENTS' SOCIAL ATTITUDE" ON THE STUDENT ATTITUDE SCALE

	Experimental Group	Control I Group	Control II Group
$\bar{X}$	13.58	13.82	14.63

Table 9

SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE OF
SCHOOL RELATIONS SUB-SCORES ON THE CALIFORNIA PERSONALITY TEST

Source of Variation	df	Sum of Squares	Mean Sqares	F
Treatment (A)	2	.85	.42	.08
Age (B)	1	150.80	150.80	31.15
Sex (C)	1	38.90	38.90	8.03
*Interaction of AB	2	.01	.00	.00
*Interaction of AC	2	20.16	10.08	2.08
*Interaction of BC	1	.13	.13	.02
*Interaction of ABC	2	1.38	.69	.14

Critical value of F=
1df= 4.00 at .05 level and 7.08 at .01 level
2df= 3.15 at .05 level and 4.98 at .01 level

*AB = Interaction of treatment and age
*AC = Interaction of treatment a sex
*BC = Interaction of age and sex
*ABC= Interaction of treatment, age, and sex

MEAN SCORES OF SCHOOL RELATIONS
ON THE CALIFORNIA PERSONALITY TEST

	Experimental Group	Control I Group	Control II Group
$\bar{X}$	6.43	6.51	6.29

Table 10

SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE OF SELF-RATINGS OF "STUDENTS' SCHOOL ATTITUDE" ON THE STUDENT ATTITUDE SCALE

Source of Variation	df	Sum of Squares	Mean Sqares	F
Treatment (A)	2	16.88	8.44	.37
Age (B)	1	43.04	43.04	1.90
Sex (C)	1	91.88	91.88	4.05
*Interaction of AB	2	7.35	3.67	.16
*Interaction of AC	2	26.46	13.23	.58
*Interaction of BC	1	1.20	1.20	.05
*Interaction of ABC	2	30.76	15.38	.67

Critical value of F=
1df= 4.00 at .05 level and 7.08 at .01 level
2df= 3.15 at .05 level and 4.98 at .01 level

*AB = Interaction of treatment and age
*AC = Interaction of treatment and sex
*BC = Interaction of age and sex
*ABC= Interaction of treatment, age, and sex

MEAN SCORES OF "STUDENTS' SCHOOL ATTITUDE ON THE STUDENT ATTITUDE SCALE

	Experimental Group	Control I Group	Control II Group
$\bar{X}$	13.01	12.42	12.43

Hypothesis Six: There will be no significant difference between the Experimental Group, Control Group I, and Control Group II in the area of sense of personal freedom. Table 11 contains the results obtained by treating data from the California Test of Personality with a multiple analysis of variance statistical design. No significant differences were found in relation to treatment.

Since no significant differences were indicated in Table 11 Hypothesis Six was not rejected.

Table 11

SUMMARY OF THE THREE-WAY ANALYSIS OF VARIANCE OF SENSE OF PERSONAL FREEDOM SUB-SCORES ON THE CALIFORNIA PERSONALITY TEST

Source of Variation	df	Sum of Squares	Mean Sqares	F
Treatment (A)	2	3.01	1.50	.38
Age (B)	1	312.20	312.20	79.62
Sex (C)	1	18.84	18.84	4.80
*Interaction of AB	2	18.90	9.45	2.41
*Interaction of AC	2	.69	.34	.08
*Interaction of BC	1	.53	.53	.13
*Interaction of ABC	2	4.55	2.27	.58

Critical value of F=
1df= 4.00 at .05 level and 7.08 at .01 level
2df= 3.15 at .05 level and 4.98 at .01 level

*AB = Interaction of treatment and age
*AC = Interaction of treatment and sex
*BC = Interaction of age and sex
*ABC= Interaction of treatment, age, and sex

MEAN SCORES OF SENSE OF PERSONAL FREEDOM ON THE CALIFORNIA PERSONALITY TEST			
	Experimental Group	Control I Group	Control II Group
$\bar{X}$	6.92	6.98	7.31

Conclusions

The video-tape technique utilized in this study did not produce any significant differences in the areas of self-reliance, sense of personal worth, sense of personal freedom, feelings of belonging, social skills, or school relations. It must be concluded that when used with a general elementary age population in a school setting the video-tape technique is not helpful.

In seven of the eleven measures both the Experimental Group and Control Group I mean scores were higher than the Control Group II mean scores. This would indicate that children who received personal, one-to-one attention in a counseling type situation had benefited in terms of sense of self-reliance and personal worth.

In only two of eleven measures were Control Group II mean scores higher than both the Experimental Group and Control Group I mean scores. This would indicate that children who did not receive personal, one-to-one attention in a counseling type situation had better social attitudes and a greater sense of personal freedom.

It would seem that additional research should be conducted to determine if students receiving elementary counseling type experiences do benefit in the area of sense of self-reliance and personal worth. It should also be determined if elementary children receiving counseling-type experiences are hindered in the areas of social attitude and personal freedom.

Girls had consistently higher scores on the measures than did boys. Nine and ten year old girls, in particular had very high scores. This

would lead one to believe that boys are in need of some help in the area of sense of self-reliance, sense of personal worth, sense of personal freedom, feelings of belonging, social skills, and school relations. It may well be that elementary boys would benefit mor from a counseling-type experience than girls.

It may be the case that a population of elementary age children selected for a specific characteristic, such as low self esteem or negative social behavior, would benefit from the video-tape technique. It seemed to the researchers that children who had definite observable problems were more interested in being taped and discussing what they saw than children who did not have definite observable problems. Additional reserach should be conducted to determine if there are children with special characteristics who might benefit from the use of the video-tape technique.

Appendix A

Creative Teaching Grant

BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

March 20, 1968

Mr. Clark D. Tufte
Mr. Paul Mazza
Division of Education
Ball State University

Dear Messrs. Tufte and Mazza:

The Creative Teaching Grants Committee has voted to fund your proposal, "Self Appraisal of Children's Behavior Through the Use of Video-Tape", to the full extent you requested, $600.00. We anticipate that with these funds you will be able to satisfactorily carry out your proposal.

We commend you for the superior quality of your proposal and thank you for your interest in and support of the Creative Teaching Grants program.

For the Committee,

Thomas R. Mertens

Thomas R. Mertens
Chairman, Creative
Teaching Grants Committee

For the University,

Richard W. Burkhardt

Richard W. Burkhardt
Vice President and Dean
of Faculties

Note: No assigned time to implement this proposal was requested by the grantees.

cc: Dr. M. Curtis Howd
Dean John Dunworth
Vice President R. W. Burkhardt
Creative Teaching Grants Committee

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Appendix B

Student Attitude Scale

The researchers devised several trial attitude rating scales before finally accepting the Student Attitude Scale used in the study. The Student Attitude Scale was designed for the specific purpose of assessing children's perceptions of themselves in the areas of school attitude, social attitude, self-reliance, personal worth, and feelings of belonging.

The Student Attitude Scale was used with 48 third and fourth graders not involved in the study. The third and fourth grade children were from Nancy Grayson Elementary School, Shippensburg Area School District. The type of reliability coefficient used was the coefficient of stability (test-retest procedure). The retest (identical test) was given to the same students two weeks after the initial test. A correlation coefficient was calculated for the two measurements and produced the following results:

School attitude	r= .77
Social attitude	r= .69
Self-reliance	r= .59
Personal worth	r= .51
Feeling of belonging	r= .48

ATTITUDE SCALE

This is a scale to give ideas on how you feel about yourself, school and other activities. There is no right or wrong answer to any of the questions.

You can see that each sentence below has a blank space, four circles, and two words. We have placed 4 circles between the two words. Somewhere between these two words is your feeling about the statement or sentence.

Make an X over the circle closest to the word which tells how you feel about the statement or sentence.

EXAMPLE

I usually feel that I am_____.

happy ○ ○ ○ ○ sad

Name _____

I usually feel that my body is _____.

clean O O O O dirty

I usually feel that I look _____.

neat O O O O sloppy

I usually feel that I am _____.

dull O O O O sharp

In most situations I usually feel _____.

safe O O O O unsafe

In group activities I usually feel _____.

interested O O O O bored

When I am in a group I usually feel like a _____ of the group.

member O O O O non-member

I usually feel that most people _____ me.

dislike O O O O like

I feel my classmates usually _____ me.

reject O O O O accept

When I make decisions I usually feel _____.

important O O O O unimportant

When helping someone I usually feel _____.

needed O O O O worthless

I feel I can usually do things _____.

poorly O O O O well

When working with other people I usually feel _____.

helpful O O O O helpless

I usually find school _____.

exciting O O O O boring

I usually feel that school is _____.

useful O O O O useless

I usually _____ going to school.

dislike O O O O enjoy

I usually feel that school is _____.

fun ○ ○ ○ ○ sad

I usually feel that most people are _____.

fair ○ ○ ○ ○ unfair

When meeting new people I usually feel _____.

friendly ○ ○ ○ ○ unfriendly

When talking to other children I usually feel _____.

unsure ○ ○ ○ ○ sure

When playing games with children I usually feel that I am _____.

wanted ○ ○ ○ ○ unwanted